

## **Introduction**

The Anne Arundel County Public School system is committed to providing superior educational experiences for all students. With that goal in mind, and to ensure continuity of high standards for all students throughout the school system, a committee of teachers from across the county developed this pacing and alignment guide. The guide is based on the MSDE state content standards/VSC, and *Learn Chinese with Me*, Level One, People's Education Press, June, 2003. Implementation of this Guide is based on *an A Day/ B Day schedule that averages 210 minutes per week*. Please refer to the “Semester at a Glance” for a list of the units and their duration.

## **Assessment**

Time for review, re-teaching and assessment is included in this pacing guide and so teachers should allow time to assess student mastery of the MSDE Foreign Language Content Standards in each lesson plan. The guide provides sample assessment items for each lesson. Teachers are expected to use both formative and summative assessment strategies to monitor student mastery. Students should be assessed with formative assessment on a regular basis, approximately every 6-8 class periods. There are 4 countywide assessments that are to be administered:

- 1<sup>st</sup> Marking Period - AACPS Quarterly Assessment
- 2<sup>nd</sup> Marking Period - AACPS Mid-term Exam
- 3<sup>rd</sup> Marking Period - AACPS Quarterly Assessment
- 4<sup>th</sup> Marking Period - AACPS Final Exam

## **Materials of Instruction/Resources**

Teachers should plan instruction based on the Pacing & Alignment Guide.

References to program components can be found as *Point-of-use* references in the page wrap on the annotated pages of the Teacher's Edition. They are no longer printed in the “Text/MOI/Resource” section of the pacing guide. Titles of additional Resources are listed in the “Text/MOI/Resource” section so that teachers can cross-reference the Pacing & Alignment Guide with the AACPS *Chinese I* curriculum guide. Full citations (including publisher, copyright year, AACPS MID #) are included in the “Approved Basic Textbook List” included at the end of this guide.

**Semester at a Glance**

Each unit includes time for review, re-teaching and end-of-unit assessments. Teachers should assess student mastery of concepts, content and skills in regular intervals, including every 6-8-class periods, or at the end of an instructional topic or unit.

**Tips for effectively using this pacing guide:**

- Read through the pacing guide and correlate the curriculum guide, if applicable, the basic text, and suggested resources with the essential skills within each quarterly time frame.
- Introduce the content and skills according to the pacing guide, incorporating yearlong concepts.
- Remember that content and skills may be introduced in an order other than listed, but not later, as content/skills can be assessed at any point after introduction according to the pacing guide.
- Compare your pace to the pacing guide and adjust as needed.
- Review your yearlong goals and adjust them as needed.
- Follow the pacing guide to present critical content incorporating it into selected themes.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Become familiar with sequencing at previous and subsequent grade levels and/or course
- Share your suggestions for pacing guide improvements with the Office of World and Classical Languages.

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First Semester-At-A-Glance			
First Quarter		Second Quarter	
	Classes		Classes
<i>Unit One – School, Classmates and Teachers</i> (Lessons 1-6) <b><u>Review</u></b>	1	<i>Unit Four – Four Seasons of the Year (Lesson 24)</i>	<b>5</b>
<i>Unit Two – Hanging out with My Friends</i> (Lesson 7 – 12) <b><u>Review</u></b>	1	<i>Unit Five – Food and Clothing (Lessons 25 – 27)</i>	<b>17</b>
<i>Unit Three – My Family and I</i> (Lesson 13 – 18) <b><u>Review</u></b>	1		
<i>Unit Four – Four Seasons of the Year</i> (Lessons 19 – 23)	18		
AACPS Quarterly Assessment	1	AACPS Quarterly Assessment	1
<b>Total Number of Classes</b>	<b>22</b>	<b>Total Number of Classes</b>	<b>23</b>

Note: There are 3 classes built into each quarter for enrichment, re-teaching, or special projects.

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Second Semester-At-A-Glance			
Third Quarter		Fourth Quarter	
<i>Unit Five - Food and Clothing (Lessons 28 – 30)</i>	<b>12</b>	<i>Unit Six – Sports and Health (Lessons 33 – 36)</i>	<b>22</b>
<i>Unit Six – Sports and Health (Lessons 31 – 32)</i>	<b>9</b>		
<b>AACPS Quarterly Assessment</b>	<b>1</b>	<b>AACPS Quarterly Assessment</b>	<b>1</b>
<b>Total Number of Classes</b>	<b>22</b>	<b>Total Number of Classes</b>	<b>23</b>

Note: There are 3 classes built into each quarter for enrichment, re-teaching, or special projects.

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<b>First Quarter</b>				
<b>Unit 1: 学校, 同学和老师 (22 instructional class periods; 9 weeks)</b>				
<b>Review: Lessons 1-6</b>				
<b># classes</b>	<b>Instructional Focus</b>	<b>Standards</b>	<b>Sample Assessment Items</b>	<b>Text/MOI/Resources</b>
1	<p><i>Outcome:</i>  <i>Demonstrate and apply classroom rules of Chinese I.</i>  Focus:  <ul style="list-style-type: none"> <li>• School rules</li> <li>• Classroom routines</li> </ul> </p> <p><i>Outcome:</i>  <i>Exchange greetings and introduce themselves.</i>  Focus:  <ul style="list-style-type: none"> <li>• Basic greetings</li> <li>• Introducing oneself</li> <li>• Inquiring others' information</li> <li>• Exchange gratitude</li> <li>• Say farewell</li> </ul> </p>	<p>A. COMMUNICATION: INTERPERSONAL CONVERSATION  1. Engage in short conversations about personal interests, including what they do, are doing and plan to do.</p> <p>A. CULTURE: PRACTICES AND PERSPECTIVES  1. Identify and describe cultural practices in the target countries and discuss their importance.</p>	<p>Students respond to others' greetings. They engage in a conversation about themselves.</p> <p>Students apply the classroom routines.</p>	<p>TB: pp. 1 – 24  SB: pp. 1 – 31  WKBK: PP. 1 - 22  CD Lessons 1 - 6</p>
Class 1/22				

SB = Student Book, TB = Teacher Book, WKBK = Workbook

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<b>First Quarter</b>				
<b>Unit 2: 朋友和伙伴 (22 instructional class periods; 9 weeks)</b>				
<b>Review: Lessons 7 - 12</b>				
<b># classes</b>	<b>Instructional Focus</b>	<b>Standards</b>	<b>Sample Assessment Items</b>	<b>Text/MOI/Resources</b>
1	<p><i>Outcome(s):</i>  <i>Communicate among friends and classmates</i></p> <p><i>Focus:</i></p> <ul style="list-style-type: none"> <li>• Use of “谁”</li> <li>• Verb “有, 没有”</li> <li>• Phrase “跟... 一起”</li> <li>• Question words 几, 多少</li> </ul>	<p>A. COMMUNICATION: INTERPERSONAL – CONVERSATION</p> <p>1. Engage in short conversations about personal interest, including what they do, are doing and plan to do.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE</p> <p>1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p> <p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING &amp; WRITING</p> <p>1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do.</p>	<p>Students converse with partners using questions to collect information about each other.</p> <p>Write a paragraph in <i>Pinyin</i> to introduce a partner.</p> <p>Make presentations about self, including age, friends, and hobbies.</p>	<p>TB: pp. 25 – 53            SB: pp. 35 – 70            WKBK: pp.18 – 46            CD: Lessons 7 - 12</p>
Class 2/22				

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<b>First Quarter</b>				
<b>Unit 3: 我和我的家 ( 22 instructional class periods; 9 weeks)</b>				
<b>Review: Lessons 13 - 18</b>				
<b># classes</b>	<b>Instructional Focus</b>	<b>Standards</b>	<b>Sample Assessment Items</b>	<b>Text/MOI/Resources</b>
1	<p><i>Outcome(s):</i>  <i>Communicate with others about personal interests and families</i></p> <p><i>Focus:</i></p> <ul style="list-style-type: none"> <li>• Measure words “岁, 份, 只, , 口, 张, 块”</li> <li>• Sentence patterns: <ul style="list-style-type: none"> <li>a) Questions such as “学不学, 吃不吃, 漂亮不漂亮”</li> <li>b) NP+NP</li> <li>c) NP+Adj.</li> </ul> </li> <li>• 从... 来</li> <li>• ...有..., 还有...</li> </ul>	<p>A. COMMUNICATION: INTERPERSONAL – CONVERSATION</p> <p>1. Engage in short conversations about personal interests, including what they do, are doing, and plan to do.</p> <p>A.COMMUNICATION: INTERPRETIVE MODE</p> <p>1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p> <p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING &amp; WRITING</p> <p>1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do.</p>	<p>Students make questions to interview classmates about ages, hobbies and belongings.</p> <p>Students make oral presentations about their interview results.</p> <p>Students write a paragraph in Chinese characters on their own personal interests and families.</p>	<p>TB: pp.54 – 75  SB: pp. 71 – 101  WKBK: pp. 47 – 72  CD: Lessons 13 - 18</p>
Class 3/22				

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<b>First Quarter</b>				
<b>Unit 4: Four Seasons of the Year (22 instructional class periods; 9 weeks)</b>				
<b>Lesson 19 现在几点</b>				
<b># classes</b>	<b>Instructional Focus</b>	<b>Standards</b>	<b>Sample Assessment Items</b>	<b>Text/MOI/Resources</b>
4	<p><i>Outcome(s):</i>  <i>Ask and answer questions about personal plans.</i>  <i>Focus:</i>            • time</p> <p><i>Discuss daily routine.</i>  <i>Focus:</i>            • time adverbs</p> <p><i>Communicate with daily events.</i>  <i>Focus:</i>            • Time and daily schedule</p> <p><i>Learn and practice writing Chinese characters of time</i></p>	<p>A.COMMUNICATION:            INTERPERSONAL –            CONVERSATION            1. Engage in short conversations about personal interest, including what they do, are doing and plan to do.</p> <p>A.COMMUNICATION:            PRESEANTIONAL SPEAKING            AND WRITING            1. Make short presentations and writing simple sentences on familiar topics regarding what they do, are doing or plan to do.</p> <p>A. CULTURE: PRACTICES            AND PERSPECTIVES            1. Identify and describe cultural practices in the target countries and discuss their importance</p>	<p>Students tell time by looking at a clock.</p> <p>Students present their schedule of a day by using time words.</p> <p>Students ask and answer questions about time by looking at pictures.</p> <p>Students write their daily schedules in Chinese.</p>	TB: pp. 77 – 79 SB: pp. 104 – 108 WKBK: pp. 73 – 77 CD: Lesson 19
Class 1-4/ 22				

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<b>First Quarter</b>				
<b>Unit 4: Four Seasons of the Year (22 instructional class periods; 9 weeks)</b>				
<b>Lesson 19 现在几点</b>				
<b># classes</b>	<b>Instructional Focus</b>	<b>Standards</b>	<b>Sample Assessment Items</b>	<b>Text/MOI/Resources</b>
1  4 /22	<i>Outcome(s):</i> <i>Ask and answer questions about personal plans.</i> <i>Focus:</i> <ul style="list-style-type: none"> <li>time</li> </ul>	A.COMMUNICATION: INTERPERSONAL – CONVERSATION 1. Engage in short conversations about personal interest, including what they do, are doing and plan to do.	Students tell time by looking at a clock.	TB: pp. 77 – 79 SB: pp. 104 – 108 WKBK: pp. 73 – 77 CD: Lesson 19
1  5/22	<i>Outcome(s):</i> <i>Discuss daily routine.</i> <i>Focus:</i> <ul style="list-style-type: none"> <li>time adverb</li> </ul>	A.COMMUNICATION: PRESEANTIONAL SPEAKING AND WRITING 1. Make short presentations and writing simple sentences on familiar topics regarding what they do, are doing or plan to do.	Students present their schedule of a day by using time words.	TB: pp. 77 – 79 SB: pp. 104 – 108 WKBK: pp. 73 – 77 CD: Lesson 19
1  6/22	<i>Outcome(s):</i> <i>Discuss daily routine.</i> <i>Focus:</i> <ul style="list-style-type: none"> <li>time and daily schedule</li> <li>Practice writing Chinese characters of time</li> </ul>	A. CULTURE: PRACTICES AND PERSPECTIVES 1. Identify and describe cultural practices in the target countries and discuss their importance.	Students ask and answer questions about time by looking at pictures.  Students write their daily schedules in Chinese.	TB: pp. 77 – 79 SB: pp. 104 – 108 WKBK: pp. 73 – 77 CD: Lesson 19

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<b>First Quarter</b>				
<b>Unit 4: Four Seasons of the Year ( 22 instructional class periods; 9 weeks)</b>				
<b>Lesson 20 你每天几点起床</b>				
<b># classes</b>	<b>Instructional Focus</b>	<b>Standards</b>	<b>Sample Assessment Items</b>	<b>Text/MOI/Resources</b>
2          7,8 /22	<p><i>Outcome(s):</i>  <i>Relate my daily schedule</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>Form questions and answers</li> </ul> <p><i>Retell personal experience of a weekend.</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>Time adverbs.</li> </ul>	<p>A. COMMUNICATION:  INTERPERSONAL –  CONVERSATION  1. Engage in short conversations about personal interests, including what they do, are doing, and plan to do.</p> <p>A. COMMUNICATION:  INTERPRETIVE MODE  1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p>	<p>Ask and answer questions about daily routines by using time adverbs.</p> <p>Present and share a weekend schedule to class and answer possible questions.</p> <p>Fill out time adverbs in a worksheet to complete a daily schedule.</p>	<p>TB: pp.80 – 82  SB: pp. 109 – 113  WKBK: pp 78 – 81  CD: Lesson 20</p>
1       9 /22	<p><i>Interpret a Chinese poem and riddle</i></p> <p><i>Focus:</i></p> <ul style="list-style-type: none"> <li>Reading comprehension</li> </ul>	<p>A.COMMUNICATION:  PRESENTATIONAL:  SPEAKING AND WRITING  1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing or plan to do.</p>	<p>Write a narrative paragraph interpreting a Chinese poem.</p>	<p>TB: pp.80 – 82  SB: pp. 109 – 113  WKBK: pp 78 – 81  CD: Lesson 20</p>

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<b>First Quarter</b>				
<b>Unit 4: Four Seasons of the Year ( 22 instructional class periods; 9 weeks)</b>				
<b>Lesson 21 昨天, 今天, 明天</b>				
<b># classes</b>	<b>Instructional Focus</b>	<b>Standards</b>	<b>Sample Assessment Items</b>	<b>Text/MOI/Resources</b>
2	<i>Outcome(s):</i> <i>Inquire and express dates of a year</i> <i>Focus:</i> <ul style="list-style-type: none"> <li>Expressions of date</li> </ul> <i>Describe and discuss the holidays of a year</i> <i>Focus:</i> <ul style="list-style-type: none"> <li>Chinese festivals and holidays</li> </ul>	<b>A. COMMUNICATION: INTERPERSONAL – CONVERSATION</b> 1. Engage in short conversations about personal interest, including what they do are doing and plan to do.  <b>A. CULTURE: PRACTICES AND PERSPECTIVES</b> 1. Identify and describe cultural practices in the target countries and discuss their importance.	Students are paired to ask and answer questions, such as “昨/今/明天是几月几号 ? ”  Students indicate the dates of major holidays in a calendar.	TB: pp.83 – 85 SB: pp. 114 – 119 WKBK: pp.82 – 85 CD: Lesson 21
10,11/ 22				

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<b>First Quarter</b>				
<b>Unit 4: Four Seasons of the Year ( 22 instructional class periods; 9 weeks)</b>				
<b>Lesson 21 昨天, 今天, 明天</b>				
<b># classes</b>	<b>Instructional Focus</b>	<b>Standards</b>	<b>Sample Assessment Items</b>	<b>Text/MOI/Resources</b>
1          12/ 22	<i>Outcome:</i> <i>Compare and contrast the Chinese culture and Western culture</i> <i>Focus:</i> <ul style="list-style-type: none"> <li>• <i>dates of holidays</i></li> <li>• <i>activities</i></li> </ul>	A. CULTURE: PRACTICES AND PERSPECTIVES 1. Identify and describe cultural practices in the target countries and discuss their importance.  A. COMMUNICATION: PRESENTATIONAL: SPEAKING AND WRITING 1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, & plan to do.	Make presentations on holidays by using expressions of dates  Students write about their favorite holidays; when it is and why they like them.  Students write a paragraph in Chinese about a Chinese holiday and present it in class.	TB: pp.83 – 85 SB: pp. 114 – 119 WKBK: pp.82 – 85 CD: Lesson 21

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<b>First Quarter</b>				
<b>Unit 4: Four Seasons of the Year ( 22 instructional class periods; 9 weeks)</b>				
<b>Lesson 22 星期六你干什么</b>				
<b># classes</b>	<b>Instructional Focus</b>	<b>Standards</b>	<b>Sample Assessment Items</b>	<b>Text/MOI/Resources</b>
2	<p><i>Outcome(s);</i>  <i>Express a weekly schedule.</i>  Focus:  <ul style="list-style-type: none"> <li>Expressions of weekdays</li> </ul>   <i>Inquire and explain weekly plans.</i>  Focus:  <ul style="list-style-type: none"> <li>Location of the expressions in sentences</li> <li>grammar</li> </ul> </p>	<p>A.COMMUNICATION:  INTERPERSONAL –  CONVERSATION  1. Engage in short conversations about personal interests, including what they do, are doing, and plan to do.</p> <p>A.COMMUNICATION:  INTERPRETIVE MODE  1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p> <p>A.COMMUNICATION:  PRESENTATIONAL  SPEAKING &amp; WRITING  1. Make short presentations and writing simple sentences on familiar topics regarding what they do, are doing or plan to do.</p>	<p>Students in small groups are to talk about their weekly schedules, using expressions of week days.</p> <p>Students ask and answer questions about their weekly plans.</p> <p>Students explain their weekly plans in details and find someone in class who has a similar plan so that they can do something together.</p>	<p>TB: pp. 86 – 88  SB: pp. 120 – 124  WKBK: pp. 86 – 90  CD: Lesson 22</p>
13,14/ 22				

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<b>First Quarter</b>				
<b>Unit 4: Four Seasons of the Year ( 22 instructional class periods; 9 weeks)</b>				
<b>Lesson 23 今天天气怎么样</b>				
<b># classes</b>	<b>Instructional Focus</b>	<b>Standards</b>	<b>Sample Assessment Items</b>	<b>Text/MOI/Resources</b>
2	<p><i>Outcome(s):</i>  Express different weather conditions.</p> <p><i>Focus:</i></p> <ul style="list-style-type: none"> <li>Weather words in Chinese</li> </ul> <p><i>Inquire and respond to weather related questions</i></p> <p><i>Focus:</i></p> <ul style="list-style-type: none"> <li>Sentence patterns</li> <li>Grammatical rules</li> </ul>	<p>A.COMMUNICATION:  INTERPERSONAL –  CONVERSATION</p> <p>1. Engage in short conversations in the present, past and future on familiar topics about themselves and their community.</p> <p>A.COMMUNICATION:  INTERPRETIVE MODE</p> <p>1. Understand spoken and written language on familiar topics that incorporates descriptive vocabulary and expanded structures.</p>	<p>Students tell about the weather using expressions learned in class.</p> <p>Students ask and answer questions about weather for the week.</p>	<p>TB: pp.89 – 91  SB: pp. 125 -129  WKBK: pp. 91 – 94  CD: Lesson 23</p>
15,16/ 22				
1	<p><i>Present a weather report in Chinese.</i></p> <p><i>Focus:</i></p> <ul style="list-style-type: none"> <li>Organize a paragraph</li> </ul>	<p>A. COMMUNICATION:  PRESENTATIONAL:  SPEAKING AND WRITING</p> <p>1. Make presentations of moderate length and write simple paragraphs on familiar topics in the present, past and future tenses.</p>	<p>Students make short presentations of the weather of a day in a week.</p>	<p>TB: pp.89 – 91  SB: pp. 125 -129  WKBK: pp. 91 – 94  CD: Lesson 23</p>
Class 17/22				

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<b>First Quarter</b>				
<b>Unit 4: Four Seasons of the Year ( 22 instructional class periods; 9 weeks)</b>				
<b>Lesson 23 今天天气怎么样</b>				
<b># classes</b>	<b>Instructional Focus</b>	<b>Standards</b>	<b>Sample Assessment Items</b>	<b>Text/MOI/Resources</b>
2 18-19/ 22	<i>Teacher develops student outcomes based on identified student needs.</i>	Teacher selects the standard and indicator that is supported by the identified student outcome.	Teacher develops the end of lesson assessment.	Teacher selects the approved resources that support the identified student outcome.
2  20-21 /22	<i>Outcome:</i> <i>Determine what I know and what I am able to say and do with what I have learned from the first quarter</i> <i>Focus:</i> <ul style="list-style-type: none"> <li>• Weather</li> <li>• Money terms</li> <li>• Food list</li> <li>• Shopping vocabulary</li> </ul> Chinese New Year culture and associated activities	A. COMMUNICATION: PRESENTATIONAL: SPEAKING AND WRITING 1. Make presentations of moderate length and write simple paragraphs on familiar topics in the present, past and future tenses.  A. CULTURE: PRACTICES AND PERSPECTIVES 1. Identify and describe cultural practices in the target countries and discuss their importance.	Teacher designed assessments preparing students for the Midterm assessment.	Use AACPS Speaking Rubric (BCOR-Brief Constructed Oral Response) to assess students.  Use AACPS ECR rubric to assess writing
1  22/22	<i>Assess my ability to speak and use the Chinese characters and vocabulary that I have learned in Units19-23.</i>	A.COMMUNICATION: INTERPRETIVE MODE 1. Understand spoken and written language on familiar topics that incorporates descriptive vocabulary and expanded structures.	<b>THIS IS NOT A SAMPLE ASSESSMENT.</b> <b>AACPS FIRST QUARTER ASSESSMENT MUST BE ADMINISTERED AS WRITTEN</b>	<b>AACPS First Quarter Assessment.</b>

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**Pacing Guide Feedback Form – 1<sup>st</sup> Quarter**

**Course/Content** \_\_\_\_\_  
**Grade** \_\_\_\_\_  
**Teacher** \_\_\_\_\_  
**School** \_\_\_\_\_

[illegible]



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<b>Second Quarter</b>				
<b>Unit 4: Four Seasons of the Year ( 23 instructional class periods; 9 weeks)</b>				
<b>Lesson 24 冬天冷, 夏天热</b>				
<b># classes</b>	<b>Instructional Focus</b>	<b>Standards</b>	<b>Sample Assessment Items</b>	<b>Text/MOI/Resources</b>
2	<p><i>Outcome(s):</i>  <i>Tell about the four seasons of the year</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• Season- related vocabulary</li> </ul> <p><i>Compare different temperatures in all four seasons</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• Adjectives for describing temperatures</li> </ul>	<p>A. COMMUNICATION:  INTERPERSONAL –  CONVERSATION  1. Engage in conversations in the present, past and future on familiar topics about themselves and their community.</p> <p>A. COMMUNICATION:  INTERPRETIVE MODE  1. Understand spoken and written language on familiar topics that incorporates descriptive vocabulary and expanded structures.</p>	<p>Students create a product about the four seasons of a year using season-related vocabulary.</p> <p>Students share their experiences of different temperatures in all seasons of a year.</p>	<p>TB: pp. 92 – 94  SB: pp. 130 – 135  WKBK: pp. 95 – 98  CD: Lesson 24</p> <p>Rubric as an evaluative guide.</p>
Classes 1,2 /23				

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Second Quarter				
Unit 4: Four Seasons of the Year ( 23 instructional class periods; 9 weeks)				
Lesson 24 冬天冷，夏天热				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
3          Class 3,4,5 /23	<p><i>Inquire about the weather in other locals/areas.</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• Question formation</li> </ul> <p><i>Describe the weather to a friend using the Chinese letter format</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• Format of a regular Chinese letter</li> </ul> <p><i>Present the weather in the area where you live.</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• Tones and intonations</li> </ul>	<p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING AND WRITING</p> <p>1. Make presentations of moderate length and write simple paragraphs on familiar topics in the present, past and future tenses.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE</p> <p>1. Understand spoken and written language on familiar topics that incorporates descriptive vocabulary and expanded structures.</p> <p>A. CULTURE: PRACTICES AND PERSPECTIVES</p> <p>1. Compare cultural practices within the target countries and contrast them to their own.</p>	<p>Students ask and answer questions about weathers and temperatures in different states in the US.</p> <p>Students write a Chinese letter to a friend inquiring and describing the weather in their locale and how it relates to the seasons.</p> <p>Create a story/narration in which students use the seasons and related weather.</p>	<p>TB: pp. 92 – 94  SB: pp. 130 – 135  WKBK: pp. 95 – 98  CD: Lesson 24</p> <p>Rubric as an evaluative guide.</p>

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Anne Arundel County Public Schools-Department of Instruction, Office of World and Classical Languages-Chinese I

# ***Chinese I* Pacing and Alignment Guide**

## **July 31, 2008**

Second Quarter				
Unit 5: Food and Clothing( 23 instructional class periods; 9 weeks)				
Lesson 25 我要二十个饺子				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
2	<p><i>Outcome(s):</i>  <i>Label popular Chinese foods in a restaurant</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>Chinese food vocabulary</li> </ul> <p><i>Express personal likings of Chinese food</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>Sentence patterns</li> </ul>	<p>A. COMMUNICATION: INTERPERSONAL – CONVERSATION</p> <p>1. Engage in conversations in the present, past and future on familiar topics about themselves and their community.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE</p> <p>1. Understand spoken and written language on familiar topics that incorporates descriptive vocabulary and expanded structures.</p>	<p>Students name the popular Chinese dishes by looking at the pictures.</p> <p>Students create a product (visual) to include writing sentences expressing what foods they like to eat.</p>	<p>TB: pp. 98 – 100            SB: pp. 140 – 144            WKBK: pp. 99 – 103            CD: Lesson 25</p>

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**July 31, 2008**

Second Quarter				
Unit 5: Food and Clothing( 23 instructional class periods; 9 weeks)				
Lesson 25 我要二十个饺子				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
3	<p><i>Outcomes (s)</i>  <i>Display language skills needed to place orders in a restaurant</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• Restaurant vocabulary</li> </ul> <p><i>Present how to order Chinese food (role-play)</i></p> <p><i>Make 饺子 in class</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• Meaning of pot stickers</li> <li>• Skills to make it</li> </ul> <p><i>Illustrate the values of Chinese people through poems</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• Rhyming words</li> <li>• Numbers of syllables per line</li> </ul>	<p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING AND WRITING</p> <p>1. Make presentations of moderate length and write simple paragraphs on familiar topics in the present, past and future tenses.</p> <p>A. CULTURE: PRODUCTS AND PERSPECTIVES</p> <p>1. Identify and describe the products within the target culture and discuss their importance.</p>	<p>Students ask and answer questions in ordering food in a restaurant.</p> <p>Students are divided in pairs to write and role-play dialogues to order food.</p> <p>Students write a paragraph describe the meaning of pot stickers and the process to make it.</p> <p>Students respond to questions of the Chinese ancient poem of rice and recite it.</p>	<p>TB: pp. 98 – 100  SB: pp. 140 – 144  WKBK: pp. 99 – 103  CD: Lesson 25</p> <p>Some approved digital resources:  Photo Story 3  Movie Maker  Blabberize</p>
8,9,10 / 23				
1	<p><i>Teacher develops student outcome based on assessed needs.</i></p>	<p>Teacher selects the standard and indicator that is supported by the identified student outcome.</p>	<p>Teacher develops the end of lesson assessment.</p>	<p>Teacher selects the approved resources that support the identified student outcome.</p>
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**Chinese I Pacing and Alignment Guide**  
**July 31, 2008**

Second Quarter				
Unit 5: Food and Clothing( #23 instructional class periods; 9 weeks)				
Lesson 26 你们家买不买年货				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
2	<p><i>Outcome(s):</i>  <i>Investigate the cultural background and related activities of Chinese festivals</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• 年货, 礼物, 东西</li> </ul> <p><i>Describe the Chinese New year</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• activities</li> </ul>	<p>A.COMMUNICATION:  INTERPERSONAL –  CONVERSATION  1. Engage in conversations about personal interests, including what they do, are doing and plan to do.</p> <p>A. COMMUNICATION:  INTERPRETIVE MODE  1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p> <p>A. CULTURE: PRACTICES  AND PERSPECTIVES  1. Compare cultural practices within the target countries and contrast them to their own.</p>	<p>Students ask and answer questions about Chinese New Year by using words of gifts.</p> <p>Students describe the special characteristics of Chinese New Year orally.</p>	<p>TB: pp. 101 – 103  SB: pp. 145 – 149  WKBK: pp. 104 – 107  CD: Lesson 25  CCTV celebrations through <i>pplive</i></p>
12,13 / 23				

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**Chinese I Pacing and Alignment Guide**  
**July 31, 2008**

Second Quarter				
Unit 5: Food and Clothing( #23 instructional class periods; 9 weeks)				
Lesson 26 你们家买不买年货				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
2	<p><i>Outcome(s):</i>  <i>Compare and contrast the festivals between China and United States of America</i></p> <p><i>Write a paragraph about the Chinese New Year</i></p> <p><i>Focus:</i></p> <ul style="list-style-type: none"> <li>time adverbs (春节的时候, 过年的时候)</li> </ul>	<p>A.COMMUNICATION: INTERPERSONAL – CONVERSATION</p> <p>1. Engage in conversations about personal interests, including what they do, are doing and plan to do.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE</p> <p>1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p> <p>A. CULTURE: PRACTICES AND PERSPECTIVES</p> <p>1. Compare cultural practices within the target countries and contrast them to their own.</p>	<p>Students compare and contrast Chinese New Year and Western New Year and make presentations in class.</p> <p>Students write a paragraph in Chinese describing Chinese New Year.</p>	<p>TB: pp. 101 – 103  SB: pp. 145 – 149  WKBK: pp. 104 – 107  CD: Lesson 25  CCTV celebrations through <i>pplive</i></p>
Class 14,15 / 23				

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**Chinese I Pacing and Alignment Guide**  
**July 31, 2008**

Second Quarter				
Unit 5: Food and Clothing( #23 instructional class periods; 9 weeks)				
Lesson 26 你们家买不买年货				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
1  16/ 23	<i>Outcome(s):</i> <i>Present Chinese New Year activities in China</i> <i>Focus:</i> <ul style="list-style-type: none"> <li>• picture talk</li> <li>• tones and intonations</li> </ul>	A. CULTURE: PRODUCTS AND PERSPECTIVES 1. Identify and describe the products within the target culture and discuss their importance.	Grouped students make oral presentations of Chinese New year.	TB: pp. 101 – 103 SB: pp. 145 – 149 WKBK: pp. 104 – 107 CD: Lesson 25 CCTV celebrations through <i>pplive</i>
1  17/ 23	<i>Teacher develops student outcome based on assessed needs.</i>	Teacher selects the standard and indicator that is supported by the identified student outcome.	Teacher develops the end of lesson assessment based on the identified student outcome.	Teacher selects the approved resources that support the identified student outcome.  Some approved digital resources: Photo Story 3 Movie Maker Blabberize

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**Chinese I Pacing and Alignment Guide**  
**July 31, 2008**

<b>Second Quarter</b>				
<b>Unit 5, Food and Clothing (23 instructional class periods; 9 weeks)</b>				
<b>Lesson 27 一共多少钱</b>				
<b># classes</b>	<b>Instructional Focus</b>	<b>Standards</b>	<b>Sample Assessment Items</b>	<b>Text/MOI/Resources</b>
2	<p><i>Outcome(s):</i>  <i>Express purchase wishes</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• Food list</li> </ul> <p><i>Interact with shop assistants.</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• Sentence patterns for shopping</li> </ul>	<p>A. COMMUNICATION: INTERPERSONAL – CONVERSATION</p> <p>1. Engage in short conversations about personal interests, including what they do, are doing, and plan to do.</p> <p>A. CULTURE: PRODUCTS AND PERSPECTIVES</p> <p>1. Identify and describe the products within the target culture and discuss their importance.</p> <p>A. CULTURE: PRODUCTS AND PERSPECTIVES</p> <p>1. Identify and describe the products within the target culture and discuss their importance.</p>	<p>Students make sentences using shopping learned vocabulary in Chinese.</p> <p>Students create dialogues using visual support with partners in shopping situations. Display in class.</p>	<p>TB: pp. 104 – 106            SB: pp. 150 – 154            WKBK: pp. 109 – 112            CD: Lesson 27            Some approved digital resources:            Photo Story 3            Movie Maker            Blabberize</p>
18,19 /23				

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Second Quarter				
Unit 5, Food and Clothing (23 instructional class periods; 9 weeks)				
Lesson 27 一共多少钱				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
2          20,21/ 23	<p><i>Outcome(s):</i>  <i>Use numbers for shopping.</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• Words used for measuring</li> </ul> <p><i>Inquire the price of something and respond.</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• Money terms</li> </ul>	<p>A. COMMUNICATION:  PRESENTATIONAL:  SPEAKING &amp; WRITING  1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do.</p> <p>A. CULTURE: PRODUCTS AND PERSPECTIVES  1. Identify and describe the products within the target culture and discuss their importance.</p>	<p>Write a dialogue in Chinese characters about a shopping situation</p> <p>Students match measure words with the nouns in a worksheet.</p> <p>Role-play possible shopping situations with dialogues.</p>	<p>TB: pp. 104 – 106  SB: pp. 150 – 154  WKBK: pp. 109 – 112  CD: Lesson 27</p>

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Second Quarter				
Unit 5, Food and Clothing (23 instructional class periods; 9 weeks)				
Lesson 27 一共多少钱				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
1	<p><i>Outcome:</i>  <i>Determine what I know and what I am able to say and do with what I have learned from the first and second quarters</i></p> <p><i>Focus:</i></p> <ul style="list-style-type: none"> <li>• Words that measure</li> <li>• Money terms</li> <li>• Food list</li> <li>• Shopping vocabulary</li> <li>• Chinese New Year culture and associated activities (comparisons with US festivals)</li> <li>• Chinese values as illustrated in poetry</li> <li>• All vocabulary and structures from Unit 19-27</li> </ul>	<p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING AND WRITING</p> <p>1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do.</p> <p>A. CULTURE: PRODUCTS AND PERSPECTIVES</p> <p>1. Identify and describe the products within the target culture and discuss their importance.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE</p> <p>1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p>	Teacher designed assessments preparing students for the Midterm assessment.	<p>Use AACPS Speaking Rubric (BCOR-Brief Constructed Oral Response) to assess students.</p> <p>Use AACPS ECR rubric to assess writing</p>
22/ 23				

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Second Quarter				
Unit 5, Food and Clothing (23 instructional class periods; 9 weeks)				
Lesson 27 一共多少钱				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
1	<p><i>Outcome:</i>  <i>Demonstrate my ability to speak and use the Chinese characters that I have learned in the first and second quarters.</i></p>	<p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING &amp; WRITING  1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do.</p> <p>A. CULTURE: PRODUCTS AND PERSPECTIVES  1. Identify and describe the products within the target culture and discuss their importance.</p> <p>A. CULTURE: PRODUCTS AND PERSPECTIVES  1. Identify and describe the products within the target culture and discuss their importance.</p>	<p><b>THIS IS NOT A SAMPLE ASSESSMENT.</b></p> <p><b>AACPS MIDTERM ASSESSMENT MUST BE GIVEN AS WRITTEN.</b></p>	<p>AACPS-Midterm Assessment for Chinese I  Written  Listening  Comprehension  Speaking  Reading</p> <p>Use AACPS Speaking Rubric (BCOR-Brief Constructed Oral Response) to assess students.</p> <p>Use AACPS ECR rubric to assess writing</p>
23/ 23				

***Chinese I* Pacing and Alignment Guide**  
**July 31, 2008**  
**Pacing Guide Feedback Form – 2<sup>nd</sup> Quarter**

**Course/Content** \_\_\_\_\_  
**Grade** \_\_\_\_\_  
**Teacher** \_\_\_\_\_  
**School** \_\_\_\_\_

<b>Page #</b>	<b>Instructional Focus</b>	<b>Comment</b>	<b>Recommendation</b>

**Chinese I Pacing and Alignment Guide**  
**July 31, 2008**

Third Quarter				
Unit 5: Food and Clothing ( 22 instructional class periods; 9 weeks)				
Lesson 28 你喜欢什么颜色				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
4          Class 1-4 /22	<p><i>Outcome(s):</i>  <i>Describe colors in Chinese</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• <i>Colors</i></li> </ul> <p><i>Use color words to describe items we learned</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• <i>Color words as adjectives</i></li> </ul> <p><i>Inquire about other people's favorite colors.</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• <i>Form questions</i></li> </ul> <p><i>Identify the favorite colors of Chinese culture</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• <i>Chinese traditions</i></li> </ul>	<p>A. COMMUNICATION: INTERPRETIVE MODE  1. Understand spoken and written language on familiar topics that incorporates basics structures and strong visual support.</p> <p>A.COMMUNICATION: INTERPERSONAL – CONVERSATION  1. Engage in short conversations about personal interest, including what they do, are doing and plan to do.</p> <p>A. CULTURE: PRACTICES AND PERSPECTIVES  1. Identify and describe cultural practices in the target countries and discuss their importance.</p>	<p>Students match colors words in Chinese to their equivalents in English.</p> <p>Students make sentences to describe items we learned by using color words.</p> <p>Students interview classmates to write down the interviewee's favorite colors.</p> <p>Students present the Chinese cultural concept of colors in the context of a paragraph.</p>	<p>TB: pp. 107 – 109  SB: pp. 155 – 159  WKBK: pp. 113 – 116  CD: Lesson 28</p> <p>Approved Digital resources:  Photo Story 3  Movie Maker  Blabberize</p>

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<b>Third Quarter</b>				
<b>Unit: Food and Clothing ( 22 instructional class periods; 9 weeks)</b>				
<b>Lesson 29 穿这件还是穿那件</b>				
<b># classes</b>	<b>Instructional Focus</b>	<b>Standards</b>	<b>Sample Assessment Items</b>	<b>Text/MOI/Resources</b>
4	<p><i>Outcome(s):</i>  <i>Display favorite colors to others</i>  <i>Focus:</i>  <ul style="list-style-type: none"><li>• <i>Colors</i></li></ul></p> <p><i>Describe what I wear daily</i>  <i>Focus:</i>  <ul style="list-style-type: none"><li>• <i>Color words for clothing</i></li></ul></p> <p><i>Express opinions about other people's clothing</i>  <i>Focus:</i>  <ul style="list-style-type: none"><li>• <i>Giving reasons</i></li></ul></p> <p><i>Explore the harmonic combination of colors in clothing(in a Chinese way)</i>  <i>Focus:</i>  <ul style="list-style-type: none"><li>• <i>Paragraph writing</i></li></ul></p>	<p>A. COMMUNICATION:  INTERPERSONAL –  CONVERSATION  1. Engage in short conversations about personal interests, including what they do, are doing, and plan to do.</p> <p>A. COMMUNICATION:  INTERPERSONAL MODE  1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p> <p>A. COMMUNICATION:  PRESENTATIONAL: SPEAKING AND WRITING  1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing or plan to do.</p>	<p>Students ask and answer questions about their favorite colors.</p> <p>Students relate what they wear for the day.</p> <p>Students express their opinions about others' clothing.</p> <p>Students write a paragraph describing their favorite color combinations in clothing.</p>	<p>TB: pp. 110 – 112  SB: pp. 160 – 164  WKBK: pp117 – 120  CD: Lesson 29</p> <p>Approved digital resources:  Photo Story 3  Movie Maker  Blabberize</p>
Class 5-8 /22				

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<b>Third Quarter</b>				
<b>Unit 5: Food and Clothing ( 22 instructional class periods; 9 weeks)</b>				
<b>Lesson 30 他什么样子</b>				
<b># classes</b>	<b>Instructional Focus</b>	<b>Standards</b>	<b>Sample Assessment Items</b>	<b>Text/MOI/Resources</b>
3	<p><i>Outcome(s):</i>  <i>Distinguish the appearances of different people on the street</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• <i>Hair styles</i></li> <li>• <i>Vehicles</i></li> <li>• <i>Clothing</i></li> </ul> <p><i>Describe clothing styles</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• <i>Color words</i></li> <li>• <i>Clothing</i></li> </ul> <p><i>Describe a person involved in an incident specific</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• <i>Colors</i></li> <li>• <i>Clothing</i></li> <li>• <i>A specific incident</i></li> </ul>	<p>A. COMMUNICATION:  INTERPERSONAL –  CONVERSATION  1. Engage in short conversations about personal interests, including what they do, are doing, and plan to do.</p> <p>A. COMMUNICATION:  INTERPRETIVE MODE  1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p> <p>A.COMMUNICATION:  INTERPERSONAL –  CONVERSATION  1. Engage in short conversations about personal interest, including what they do, are doing and plan to do.</p>	<p>Students respond to teacher’s questions about people’s clothing, hair styles and vehicles on street in a picture.</p> <p>Students use simple sentences to describe their own clothing and the clothing of others.</p> <p>Students describe a person in a specific situation, such as in a fire, robbery, etc.</p> <p>Students write a paragraph describing another person’s appearance.</p>	<p>TB: pp. 113 – 115  SB: pp. 165 – 169  WKBK: pp. 121 – 125  CD: Lesson 30</p> <p>Approved Digital resources:  Photo Story 3  Movie Maker  Blabberize</p>

Classes  
9-11  
/22

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Third Quarter				
Unit 5: Food and Clothing ( 22 instructional class periods; 9 weeks)				
Lesson 30 他什么样子				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
1	<i>Teacher develops student outcome based on assessed needs.</i>	Teacher selects the standard and indicator that is supported by the identified student outcome.	Teacher develops the end of lesson assessment.	Teacher selects the approved resources that support the identified student outcome.  Some approved digital resources: Photo Story 3 Movie Maker Blabberize
12 / 22				

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**Chinese I Pacing and Alignment Guide**  
**July 31, 2008**

<b>Third Quarter</b>				
<b>Unit 6 : Sports and Health ( 22 instructional class periods; 9 weeks)</b>				
<b>Lesson 31 你哪儿不舒服</b>				
<b># classes</b>	<b>Instructional Focus</b>	<b>Standards</b>	<b>Sample Assessment Items</b>	<b>Text/MOI/Resources</b>
4	<p><i>Outcome(s)</i>  <i>Recognize body parts</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• <i>Tones of new words</i></li> <li>• <i>Vocabulary of health conditions</i></li> </ul> <p><i>Describe health conditions</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• <i>Make sentences using body parts</i></li> </ul> <p><i>Inquire and respond about health conditions</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• <i>Questions and answers</i></li> </ul> <p><i>Create situations about one's health conditions to a doctor</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• <i>Routine in a doctor's office</i></li> </ul>	<p>A. COMMUNICATION: INTERPERSONAL – CONVERSATION</p> <p>1. Engage in short conversations about personal interests, including what they do, are doing, and plan to do.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE</p> <p>1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p> <p>A: COMMUNICATION: PRESENTATIONAL: SPEAKING WRITING</p> <p>1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do.</p>	<p>Students indicate the body parts in a picture by listening to teacher's directions.</p> <p>Students are paired to ask and answer questions about each other's health conditions</p> <p>Students create situations in a doctor's office about their health conditions</p> <p>Students write in a paragraph about one's health conditions using Chinese characters.</p>	<p>TB: pp.119 – 120  SB: pp. 172 – 177  WKBK: pp. 126 – 130  CD: Lesson 31</p> <p>Some approved digital resources:  Photo Story 3  Movie Maker  Blabberize</p>

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Third Quarter				
Unit 6 : Sports and Health ( 22 instructional class periods; 9 weeks)				
Lesson 31 你哪儿不舒服				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
1	<i>Teacher develops student outcome based on assessed needs.</i>	Teacher selects the standard and indicator that is supported by the identified student outcome.	<i>Teacher develops student outcome based on assessed needs.</i>	Teacher selects the approved resources that support the identified student outcome.
Class 17/ 22				Some approved digital resources: Photo Story 3 Movie Maker Blabberize

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Third Quarter				
Unit 6: Sports and Health( 22 instructional class periods; 9 weeks)				
Lesson 32 医生， 我牙疼				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
2	<p><i>Outcome(s):</i>  <i>Give directions</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• <i>Directionals</i></li> <li>• <i>Use of 上, 下, 左, 右</i></li> </ul> <p><i>Describe health conditions.</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• <i>Sentence patterns</i></li> <li>• <i>Directionals</i></li> <li>• <i>Body Parts</i></li> <li>• <i>Question/Answer words</i></li> </ul>	<p>A: COMMUNICATION:  INTERPERSONAL –  CONVERSATION  1. Engage in short conversations about personal interests, including what they do, are doing and plan to do.</p> <p>A. COMMUNICATION:  INTERPRETIVE MODE  1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p> <p>A. COMMUNICATION:  PRESENTATIONAL:  SPEAKING AND WRITING  1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing or plan to do.</p>	<p>Students form words and phrases by using direction word elements.</p> <p>Make sentences describing health conditions using direction words.</p> <p>Create and interview in a dentist office describing a health issue</p> <p>Present orally a short summary about one’s health conditions.</p>	<p>TB: pp.121 – 123  SB: pp. 178 – 182  WKBK: pp 131 – 134  CD: Lesson 32</p> <p>Some approved digital resources:  Photo Story 3  Movie Maker  Blabberize</p>
Class 18-19/ 22				

SB = Student Book, TB=Teacher Book, WKBK= Workbook

**Chinese I Pacing and Alignment Guide**  
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Third Quarter				
Unit 6: Sports and Health( 22 instructional class periods; 9 weeks)				
Lesson 32 医生， 我牙疼				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
1  Class 20/22	<i>Teacher develops student outcome based on assessed needs.</i>	Teacher selects the standard and indicator that is supported by the identified student outcome.	Teacher develops the end of lesson assessment.	Teacher selects the approved resources that support the identified student outcome

SB = Student Book, TB=Teacher Book, WKBK= Workbook

***Chinese I* Pacing and Alignment Guide**  
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Third Quarter				
Unit 6: Sports and Health( 22 instructional class periods; 9 weeks)				
Lesson 32 医生, 我牙疼				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
1	<p><i>Outcome:</i>  <i>Determine what I know and what I am able to say and do with what I have learned from the third quarter</i></p> <p><i>Focus:</i></p> <ul style="list-style-type: none"> <li>• Colors</li> <li>• Forming questions</li> <li>• Chinese traditions regarding colors</li> <li>• Clothing</li> <li>• Hair</li> <li>• Vehicles</li> <li>• Health conditions</li> <li>• Body parts</li> <li>• Directions</li> </ul>	<p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING AND WRITING</p> <p>1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do.</p> <p>A. CULTURE: PRODUCTS AND PERSPECTIVES</p> <p>1. Identify and describe the products within the target culture and discuss their importance.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE</p> <p>1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p>	Teacher designed assessments preparing students for the Third Quarter Assessment.	

Class 21/22

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Third Quarter				
Unit 6: Sports and Health( 22 instructional class periods; 9 weeks)				
Lesson 32 医生， 我牙疼				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
1	<i>Outcome: Demonstrate my ability to speak and use the Chinese characters that I have learned in the third quarter.</i>	<p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING &amp; WRITING 1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do.</p> <p>A. CULTURE: PRODUCTS AND PERSPECTIVES 1. Identify and describe the products within the target culture and discuss their importance.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE 1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p>	<p><b>THIS IS NOT A SAMPLE ASSESSMENT.</b></p> <p><b>AACPS THIRD QUARTER ASSESSMENT MUST BE GIVEN AS WRITTEN.</b></p>	<p>AACPS-Third Quarter Assessment for Chinese I Written Listening Comprehension Speaking Reading</p> <p>Use AACPS Speaking Rubric (BCOR-Brief Constructed Oral Response) to assess students.</p> <p>Use AACPS ECR (Extended Constructed Response) rubric to assess writing</p>
22/22				

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***Chinese I* Pacing and Alignment Guide**  
**July 31, 2008**  
**Pacing Guide Feedback Form – 3<sup>rd</sup> Quarter**

**Course/Content** \_\_\_\_\_  
**Grade** \_\_\_\_\_  
**Teacher** \_\_\_\_\_  
**School** \_\_\_\_\_

<b>Page #</b>	<b>Instructional Focus</b>	<b>Comment</b>	<b>Recommendation</b>

# ***Chinese I* Pacing and Alignment Guide**

## **July 31, 2008**

Fourth Quarter				
Unit 6, Sports and Health (23 instructional class periods; 9 weeks)				
Lesson 33 你会游泳吗？				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
2	<p><i>Outcome(s):</i>  <i>Talk about my favorite activities.</i>  Focus:  • Vocabulary of activities</p> <p><i>Show capabilities in sports.</i>  Focus:  • Use adverb “会”  • Phrases of “我会”</p>	<p>A. COMMUNICATION: INTERPERSONAL CONVERSATION  1. Engage in short conversations about personal interest, including what they do, are doing and plan to do.</p> <p>A. CULTURE: PRACTICES AND PERSPECTIVES  1. Identify and describe cultural practices in the target countries and discuss their importance</p>	<p>Students respond to questions about favorite activities.</p> <p>Students show their sport capabilities by using “会” in a writing format.</p>	<p>TB: pp. 124 – 126  SB: pp.183 – 187  WKBK: pp.135 – 138  CD: Lesson 33</p> <p>Some approved digital resources:  Photo Story 3  Movie Maker  Blabberize</p>
Class 1,2 / 23				

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Fourth Quarter				
Unit 6, Sports and Health (23 instructional class periods; 9 weeks)				
Lesson 33 你会游泳吗?				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
2          Class 3,4 /23	<p><i>Present daily physical exercises.</i></p> <p>Focus:</p> <ul style="list-style-type: none"> <li>• Use conditional word “要是”</li> <li>• Form complex sentences</li> <li>• Paragraph writing</li> </ul> <p><i>Demonstrate Tai-ji</i></p> <p>Focus:</p> <ul style="list-style-type: none"> <li>• Use word “经常”</li> <li>• Tai-ji</li> </ul>	<p>A. COMMUNICATION: PRESENTATIONAL SPEAKING AND WRITING</p> <p>1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing or plan to do.</p> <p>A. CULTURE: PRACTICES AND PERSPECTIVES</p> <p>1. Identify and describe cultural practices in the target countries and discuss their importance</p>	<p>Students make presentations to show their favorite activities in life.</p> <p>Students write a paragraph in Chinese characters about their daily activities they enjoy.</p> <p>Students show basic Tai-ji positions or illustrate the concept of it.</p>	Chinese Culture: Tai-ji (DVD)
1          Class 5 /23	<i>Teacher develops student outcome based on assessed needs.</i>	Teacher selects the standard and indicator that is supported by the identified student outcome.	Teacher develops the end of lesson assessment.	<p>Teacher selects the approved resources that support the identified student outcome.</p> <p>Some approved digital resources: Photo Story 3 Movie Maker Blabberize</p>

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Fourth Quarter				
Unit 6: Sports and Health( 23 instructional class periods; 9 weeks)				
Lesson 34 去游泳池怎么走				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
3	<p><i>Outcome(s):</i>  <i>Make telephone calls</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• Use of “喂”</li> <li>• Phrase of “我找”</li> </ul> <p><i>Label locations on a map</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• Map keys</li> </ul> <p><i>Tell directions in streets</i>  <i>Focus:</i></p> <ul style="list-style-type: none"> <li>• Direction words “前, 后, 左, 右, 东, 南, 西, 北”</li> </ul>	<p>A. COMMUNICATION: INTERPERSONAL – CONVERSATION</p> <p>1. Engage in short conversations about personal interests, including what they do, are doing, and plan to do.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE</p> <p>1. Understand spoken and written language on familiar topics that incorporate basic structures and strong visual support.</p>	<p>Students role play telephone calls by two parties.</p> <p>Students identify places in a Chinese map.</p> <p>Students respond to teacher’s questions of directions to a specific place in school or in community. For example, tell me how to get to the library.</p>	<p>TB: pp.127 – 129            SB: pp. 188 – 193            WKBK: pp. 139 – 142            CD: Lesson 34</p>

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SB=Student Book, TB=Teacher Book, WKBK=Workbook

***Chinese I* Pacing and Alignment Guide**  
**July 31, 2008**

Fourth Quarter				
Unit 6 : Sports and Health( 23 instructional class periods; 9 weeks)				
Lesson 35 你去哪儿度假				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
3	<p><i>Outcome(s):</i>  <i>Determine which places are ideal for summer vacation</i></p> <p><i>Focus:</i></p> <ul style="list-style-type: none"> <li>Plans for summer vacation</li> </ul>	<p>A.COMMUNICATION:  INTERPERSONAL -  CONVERSATION</p> <p>1. Engage in short conversations about personal interest, including what they do, are doing and plan to do.</p>	<p>Students tell their ideal vacation places and activities.</p> <p>Students tell why they would go to those places.</p> <p>Students write sentences to show their wishes for their dream vacation.</p>	<p>TB: pp. 130 – 132  SB: pp. 194 – 198  WKBK: pp143 – 147  CD: Lesson 35</p> <p>Some approved digital resources:  Photo Story 3  Movie Maker  Blabberize</p>
Class 11-13 /23	<p><i>Explain the favorite places and activities for vacations</i></p> <p><i>Focus:</i></p> <ul style="list-style-type: none"> <li>Reasons</li> <li>Use of adverb “可以”</li> </ul> <p><i>Express vacation wishes</i></p> <p><i>Focus:</i></p> <ul style="list-style-type: none"> <li>Phrase “去... 度假”</li> </ul>	<p>A. COMMUNICATION:  PRESENTATIONAL: SPEAKING  AND WRITING</p> <p>1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do.</p>		

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**Chinese I Pacing and Alignment Guide**  
**July 31, 2008**

Fourth Quarter				
Unit 6 : Sports and Health( 23 instructional class periods; 9 weeks)				
Lesson 35 你去哪儿度假				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
3          Class 14-16 /23	<p><i>Inquire about other people's vacation plans</i> Focus:  <ul style="list-style-type: none"> <li>•Form questions</li> </ul> </p> <p><i>Present a summer vacation plan</i> Focus:  <ul style="list-style-type: none"> <li>•Paragraph writing</li> </ul> </p> <p><i>Compare Chinese and US ideas of summer vacation</i> Focus:  <ul style="list-style-type: none"> <li>•Vocabulary about vacations</li> </ul> </p>	<p>A. COMMUNICATION: INTERPRETIVE MODE 1. Understand spoken and written language on familiar topics that incorporate basic structures and strong visual support.</p> <p>A. CULTURE: PRACTICES AND PERSPECTIVES 1. Identify and describe cultural practices in the target countries and discuss their importance.</p>	<p>Students make questions to ask others' vacations for this coming summer.</p> <p>Students present an in-class oral report of their vacation plans.</p> <p>Students write a paragraph in Chinese characters about their own vacation plans.</p>	<p>TB: pp. 130 – 132 SB: pp. 194 – 198 WKBK: pp143 – 147 CD: Lesson 35</p> <p>Some approved digital resources: Photo Story 3 Movie Maker Blabberize</p>

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Fourth Quarter				
Unit: Sports and Health ( 23 instructional class periods; 9 weeks)				
Lesson 36 运动场上有很多人				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
2	<p><i>Outcome(s):</i> <i>Identify sport activities</i> Focus:</p> <ul style="list-style-type: none"> <li>• Sports vocabulary</li> </ul> <p><i>Describe a sports competition</i> Focus:</p> <ul style="list-style-type: none"> <li>• Use of “有的...”</li> <li>• Preposition “给”</li> <li>• Word order</li> <li>• Sentence order</li> </ul>	<p>A. COMMUNICATION: INTERPERSONAL – CONVERSATION</p> <p>1. Engage in short conversations about personal interests, including what they do, are doing and plan to do.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE</p> <p>1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p>	<p>Students label the pictures of sports orally.</p> <p>Students make sentences with the words “有的, 给” and other related words in writing.</p>	<p>TB: pp. 133 – 135 SB: pp. 200 – 204 WKBK: pp. 148 – 152 CD: Lesson 36</p>

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<b>Fourth Quarter</b>				
<b>Unit: Sports and Health ( 23 instructional class periods; 9 weeks)</b>				
<b>Lesson 36 运动场上有很多人</b>				
<b># classes</b>	<b>Instructional Focus</b>	<b>Standards</b>	<b>Sample Assessment Items</b>	<b>Text/MOI/Resources</b>
1  Class 19/23	<p><i>Outcome:</i>  <i>Contrast some cultural aspect between US and Chinese sports</i></p> <p><i>Focus:</i></p> <ul style="list-style-type: none"> <li>• Character writing</li> </ul>	<p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING AND WRITING</p> <p>1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do.</p> <p>A. CULTURE: PRACTICES AND PERSPECTIVES</p> <p>1. Identify and describe cultural practices in the target countries and discuss their importance.</p>	<p>With pictures, students describe situations in a sports competition.</p> <p>Students write a paragraph to describe sports competition with Chinese characters.</p>	<p>TB: pp. 133 – 135            SB: pp. 200 – 204            WKBK: pp. 148 – 152            CD: Lesson 36</p> <p>Some approved digital resources:            Photo Story 3            Movie Maker            Blabberize</p>
2  Class 20,21 / 23	<p><i>Teacher develops student outcome based on assessed needs.</i></p>	<p>Teacher selects the standard and indicator that is supported by the identified student outcome.</p>	<p>Teacher develops the end of lesson assessment.</p>	<p>Teacher selects the approved resources that support the identified student outcome.</p> <p>Some approved digital resources:            Photo Story 3            Movie Maker            Blabberize</p>

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<b>Fourth Quarter</b>				
<b>Unit: Sports and Health ( 23 instructional class periods; 9 weeks)</b>				
<b>Lesson 36 运动场上有很多人</b>				
<b># classes</b>	<b>Instructional Focus</b>	<b>Standards</b>	<b>Sample Assessment Items</b>	<b>Text/MOI/Resources</b>
1	<p><i>Outcome: Determine what I know and what I am able to say and do with what I have learned from the third and fourth quarters</i></p> <p><i>Focus: Lessons 28-36</i></p>	<p><b>A. COMMUNICATION: INTERPRETIVE MODE</b> 1. Understand spoken and written language on familiar topics that incorporate basic structures and strong visual support.</p> <p><b>A. CULTURE: PRACTICES AND PERSPECTIVES</b> 1. Identify and describe cultural practices in the target countries and discuss their importance.</p> <p><b>A. COMMUNICATION: PRESENTATIONAL: SPEAKING AND WRITING</b> 1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do.</p>	Teacher designed assessments preparing students for the Final Assessment.	<p>Use AACPS Speaking Rubric (BCOR-Brief Constructed Oral Response) to assess students.</p> <p>Use AACPS ECR (Extended Constructed Response) rubric to assess writing</p>
Class 22/23				

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Fourth Quarter				
Unit: Sports and Health ( 23 instructional class periods; 9 weeks)				
Lesson 36 运动场上有很多人				
# classes	Instructional Focus	Standards	Sample Assessment Items	Text/MOI/Resources
1	<p><i>Outcome:</i>  <i>Demonstrate my ability to speak and use the Chinese characters that I have learned in the fourth quarter.</i></p>	<p>A. COMMUNICATION: PRESENTATIONAL: SPEAKING &amp; WRITING            1. Make short presentations and write simple sentences on familiar topics regarding what they do, are doing, or plan to do.</p> <p>A. CULTURE: PRODUCTS AND PERSPECTIVES            1. Identify and describe the products within the target culture and discuss their importance.</p> <p>A. COMMUNICATION: INTERPRETIVE MODE            1. Understand spoken and written language on familiar topics that incorporates basic structures and strong visual support.</p>	<p><b>THIS IS NOT A SAMPLE ASSESSMENT.</b></p> <p><b>AACPS FINAL ASSESSMENT MUST BE GIVEN AS WRITTEN.</b></p>	<p>AACPS-Final Assessment for Chinese I</p> <p>Written            Listening            Comprehension            Speaking            Reading</p> <p>Use AACPS Speaking Rubric (BCOR-Brief Constructed Oral Response) to assess students.</p> <p>Use AACPS ECR (Extended Constructed Response) rubric to assess writing</p>

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**Pacing Guide Feedback Form - 4<sup>th</sup> Quarter**

**Course/Content** \_\_\_\_\_  
**Grade** \_\_\_\_\_  
**Teacher** \_\_\_\_\_  
**School** \_\_\_\_\_

Page #	Instructional Focus	Comment	Recommendation

**Chinese Basic and Supplemental Textbook List**  
**July 31, 2007**

<b>STA</b>	<b>Course</b>	<b>Course Title</b>	<b>Text Title</b>	<b>Basic</b>	<b>Supp.</b>	<b>ISBN #</b>	<b>MID #</b>
YES	E20030	Introduction to Chinese	Learn Chinese With Me – Student’s Book 1, (first half), Peoples Education Press, C. 2003	X		7107164228	20017682
YES	E2100	Chinese Level I	Learn Chinese With Me – Student’s Book 1, (second half), Peoples Education Press, C. 2003	X		7107164228	20017682
YES	E2200	Chinese Level II	Learn Chinese With Me – Student’s Book 2, C. 2004	X		7107174223	20016494
YES	E2200	Chinese Level II	Chinese Link: Elementary Chinese (Traditional Character Version), Level 1/Part 1, C. 2007		X (Required)	0132429748	20017867
YES	E2370	Chinese Level III	Learn Chinese With Me – Student’s Book 3, C. 2004	X		7107177192	20016495
YES	E2370	Chinese Level III	Chinese Link: Elementary Chinese (Traditional Character Version), Level 1/Part 2, C. 2007		X (Required)	0132429780	20017868
YES	E2470	Chinese Level IV	Learn Chinese With Me – Student’s Book 4, C. 2004	X		7107181858	20016496